

Index

- Academic Word List (AWL), 82, 182–86
 Aitchison, J., 23, 44, 57, 67
 antonymy, 26
 aphasia, 60
 associations, 18, 37–42
 clang, 39
 paradigmatic, 39
 L2, 41–42
 syntagmatic, 39
 attrition, 129–30
 audiolingualism, 13
- backwash (washback), 163
 Bahns, J., 81, 86, 118
 base word (also root or stem), 2
 Basic English, 15
 bathtub effect, 57
 Bauer, L., 63, 64
 book-flood, 121–22, 150–51
- Carter, R., 21, 74, 97
 Chui, R. K., 31
 cloze, 152, 159–161
 cognates, 153
 Cohen, A., 132, 133
 collocation, 76–81
 collocational prosody, 78–79
 Communicative Language Teaching (CLT), 14
 compound words, 99, 125
 concordances, 78, 80, 94, 103
 configuration, 46
 content words, 73
 coordinates, 26, 123
 corpora
 balance of, 69
 British National Corpus, 69
 Cambridge International Corpus, 69, 72
 CANCODE corpus, 70, 72–74
 COBUILD Bank of English corpus, 69
 corpora (*cont.*):
 size of, 69
 spoken, 70
 cross-association, 147
 Cutler, A., 54
- DeCarrico, J. S., 77, 78, 101, 111
 depth of processing hypothesis, 121
 derivations, 2, 125, 126
 dictionaries, 11, 81, 82, 85, 90–94
 Direct Method, 12
- Ebbinghaus, H., 17
 Ellis, N., 122, 123
 English for Academic Purposes, 82
 exchange structures, 111
 explicit learning, 116
 explicit teaching, 146–149
 extensive reading, 121
 eye movement in reading, 46–47
- fixed phrases, 99
 formulas, 37
 frequency, 16, 71–76, 89, 143, 165
- General Service List, 16, 84, 85, 143
 Goulden, R., 3, 7
 graded readers, 150
 Grammar-Translation, 12
 grammatical knowledge, 58–65
 grammatical (function) words, 73
 graphemes, 49
 group vocabulary study, 145
 guessing from context, 152–55
- Halliday, M. A. K., 33
 Henriksen, B., 118, 119, 167, 168
 Hulstijn, J., 74, 121, 132, 143, 151
 hyponymy
 coordinate, 26

- hyponymy (*cont.*):
 - subordinate, 26
 - superordinate, 26
- idiom principle, 76, 96
- idioms, 1, 100
- incidental learning, 116
- inflections, 2, 125
- intralexical factors, 148–49
- item vs. system learning, 127
- jargon, 24
- keyword method, 121
- L1 influence on vocabulary learning, 18, 122, 124, 125
- Laufer, B., 9, 60, 61, 62, 64, 177
- lemmas, 2
- lexemes, 2
- lexical ambiguity, 108
- lexical chunks, 101
 - segmentation of, 127–29
- lexical cohesion, 106–08
- lexical density, 75, 177
- Lexical Frequency Profile, 177
- lexical phrases, 78, 101
 - teaching of, 111–12
- lexicogrammar, 14, 58, 105
- lexicography, 68, 81–82
- lexicon, organization of, 40
- malapropisms, 57
- McCarthy, M., 21, 36, 74, 100
- meaning, 22–31
 - concept, 23
 - connotation, 31, 109
 - core meaning, 27, 30, 124
 - defining boundaries of, 124
 - denotation, 31
 - encyclopedic, 27, 30
 - fuzzy meaning, 24
 - underlying concept, 147–48
- Meara, P., 6, 9, 41, 42, 47, 119, 127, 143, 158, 175
- Melka, F., 119
- memory, 101–02, 129–32
 - expanding rehearsal, 130
 - rehearsal schedules, 130
- meronymy, 26
- Moon, R., 97, 98, 99
- morphology, 61–64
 - processing of affixes, 62
 - relative difficulty of affixes, 62–64
- multiword units, 96–102
 - fixedness, 97, 98
 - institutionalization, 97
 - noncompositionality, 98
- Nagy, W. E., 2, 27, 67, 125
- narrow reading, 151–52
- Nation, P., 2, 3, 5, 8, 9, 63, 64, 65, 76, 83, 84, 116, 121, 143, 147, 174, 177
- Nattinger, J. R., 77, 78, 101, 111
- node word, 78
- Ogden, C. K., 15
- onomatopoeic words, 23
- open-choice principle, 76
- orthographic word form, 45–53
- orthography, deep vs. shallow, 50
- paired-associates procedure, 18
- Paribakht, T. S., 9, 175
- partial/precise knowledge, 167
- Pawley, A., 101
- phoneme, 49
- phrasal verbs, 1, 99
- polysemy, 28, 124, 143
- preformulated speech, 18, 101
- prototype theory, 25, 30
- proverbs, 100
- Read, J., 21, 172, 173, 176
- Reading Method, 13
- reading speed, 51–52
- receptive vs. productive knowledge, 4, 19–20, 49, 119, 130, 167, 170
- recycling, 137
- referent, 23
- register, 31–37
 - field of discourse variation, 32
 - geographical variation, 32
 - mode of discourse variation, 33
 - social role variation, 32
 - social variation, 32
 - temporal variation, 31
- relexicalization, 106
- Richards, J. C., 9, 31, 32
- Ryan, A., 50, 53, 66, 171
- sample rate, 166
- schema, 28

224 Index

- Schmitt, N., 9, 42, 61, 64, 76, 118, 127, 133,
 137, 145, 174, 192
 semantic features, 24
 semantic grid, 24, 25
 semantic space, 125
 semantics, 25
 sense relations, 25–26
 sight vocabulary, 47
 Sinclair, J., 76, 96, 102, 105
 Situational Approach, 13
 Sökmen, A., 146, 147
 sound/symbol correspondence, 48
 speaking/listening and vocabulary, 156–57
 speech segmentation, 54
 spelling, 48
 spoken word form, 53–58
 stress, 54
 Stubbs, M., 69, 78
 Syder, F. H., 101
 synonyms, 1, 26
- technical vocabulary, 23, 144
 tip-of-the-tongue phenomenon, 57
 TOEFL (Test of English as a Foreign Language), 20, 180
 tokens, 73
 type-token ratios, 74, 75
 types, 74
- University Word List, 82
- variable expressions, 104–05
 vocabulary acquisition
 incremental nature of, 117–20
 vocabulary acquisition (*cont.*):
 partial/precise knowledge, 118
 receptive vs. productive mastery, 119
 Vocabulary Control Movement, 11, 15–17
 vocabulary learning strategies, 132–138
 taxonomy of, 134
 vocabulary notebooks, 136, 137, 145
 vocabulary size
 of English language, 2–3
 goals, 142–143
 of native speakers, 3–4
 threshold for reading, 120
 vocabulary tests
 association test (Vives Boix), 176
 breadth of knowledge (size), 7–8, 164, 165,
 168–70
 checklist tests, 7–8, 174–75
 depth of knowledge, 164, 170–172
 Vocabulary Knowledge Scale, 175
 Vocabulary Levels Test, 174, 192–200
 Word Associates Test, 176
- Waring, R., 2, 3, 8, 9, 119, 147
 West, M., 13, 17, 84
 word class, 59–61
 word families, 2, 148
 word knowledge, 5–6
 word recognition speed, 46, 47
 words, number of words to teach per class,
 144
 writing and vocabulary, 155–56
- Zimmerman, C., 12, 13, 21